

**THE INFLUENCE OF “WORD FAMILIES GAME “ TOWARD  
STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE AT  
SMPN 2 TERBANGGI BESAR LAMPUNG TENGAH IN THE  
ACADEMIC YEAR OF 2019/2020**

**An Undergraduate Thesis**

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By :

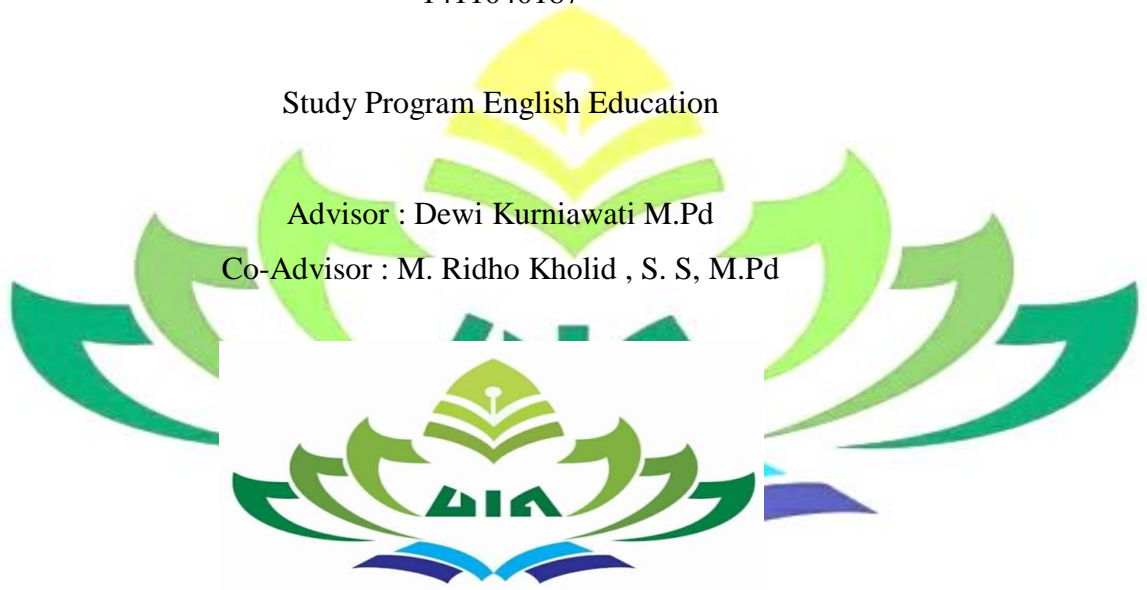
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## ABSTRACT

### THE INFLUENCE OF “WORD FAMILIES GAME “ TOWARDS STUDENTS VOCABULARY MASTERY OF THE EIGHTH GRADE AT SMPN 2 TERBANGGI BESAR CENTER OF LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

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In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties of the students in learning English is vocabulary. The students' vocabulary mastery in SMPN 2 Terbanggi Besar was still low. To solve this problem, the writer applied “Word Families Game”, a game which consisted of memorizing some word with the clue. The objective of this research is to know whether there is a significant influence of “word families game” to improve student's vocabulary mastery to the eighth grade of SMPN 2 Terbanggi Besar Center of Lampung in the academic year of 2019/2020.

In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VIII B and VIII C which consists of 60 students. The treatments were held in 3 meetings, 2 x 40 minutes for each. The population of the research was the eighth grade students at SMPN 2 Terbanggi Besar. In collecting the data, the writer used instrument in form of multiple choice test. After conducting try-out, the instrument used pre-test and post-test. The total items of pre-test and post-test were 20 items for each. After giving pre-test and post-test, the writer analysed the data by using SPSS to compute independent sample t-test.

After giving the post-test, then the researcher analysed the data. From the data analysis the result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.040. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the result of data analysis, the researcher concluded that, there is a significance influence of “Word Families Game” toward students' vocabulary mastery at second semester of the eighth grade of SMPN 2 Terbanggi Besar Center of Lampung in the academic year of 2019/2020.

**Key words :** *Word Families Game, Vocabulary Mastery , Quantitative Research.*





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## MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Meaning: And He taught Adam the names – all of them. Then He showed them to the angels and said, “Inform Me of the names of these, if you are truthful.”

(Q.S Al Baqarah: 31)<sup>1</sup>



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<sup>1</sup> Tafheem Al Quran Surah 2 Al-Baqarah, Ayat 31” (On-line), Available on: <http://www.islamicstudies.info/> (August, 01 2019)

## DECLARATION

I hereby that this thesis entitled : The Influence of “Word Families Game” towards Students’ Vocabulary Mastery in the first semester at the Eighth grade of SMP Negeri 2 Terbanggi Besar Center of Lampung in the Academic year of 2019/2020 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 2019

Declared by,

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## **CURRICULUM VITAE**

The writer's name is Urbak Nurul Utami. She is called Tami. She was born in Yukum Jaya on July 19<sup>th</sup> 1996. She is the fourth child of Mr. Hadi Santoso and Mrs. Nanik Suparni. She has an elder brother. His name was Andi Susanto. She has two passed away beloved sister. Their names were Ana Jamila and Aritri Palupi Susanti.

The writer began her study in Elementary School at SDIT Insan Kamil Bandar Jaya in 2002 and graduated in 2008. She continued her study to Junior High School at SMPN 05 Terbanggi Besar and graduated in 2011. After that, she continued to State Senior High School at SMKN 1 Terbanggi Besar and graduated 2014. After finishing her study in Senior High School, she decided to study in English Education Program of Tarbiyah and Teacher Training Faculty the State Islamic University of Raden Intan Lampung.



## **DEDICATION**

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deep heart and great love, I would like to dedicated this thesis to:

1. My beloved parents, Mr. Hadi Santoso and Mrs. Nanik Suparni who have always prayed and supported for my success and advised me. Thank you for all the motivation and everything for me. I do love you forever.
2. My beloved elder brother, Andi Susanto who have motified and prayed for me a lot in my life to continue my study well.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung that have contributed a lot for my development.





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In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

She wishes, however, to give her sincerest gratitude and appreciation to:

1. Prof. Dr. H. Moh. Mukri, M.Ag., the Rektor of UIN Raden Intan Lampung.
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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, June 2019

The Writer,

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## TABLE OF CONTENTS

### CHAPTER I INTRODUCTION

A. Background of the Problem. ....	1
B. Identification of the Problem. ....	5
C. Limitation of the Problem .....	6
D. Formulation of the Problem. ....	6
E. Objective of the Research .....	6
F. Uses of the Research .....	6
G. Scope of the Research .....	7

### CHAPTER II REVIEW OF RELATED LITERATURE

#### A. FRAME OF THEORY

1. Concept of Teaching and Learning English.....	8
2. Concept of Vocabulary. ....	9
3. Concept of Vocabulary Mastery. ....	12
1) Word Meaning. ....	14
2) Extending Word Use.....	15
3) Word Combination.....	16
4) Word Grammar.....	16
4. Types of Vocabulary .....	17
1) Noun .....	17
2) Pronoun .....	18
3) Verb .....	18
4) Adjective .....	19
5) Adverb.....	19
6) Preposition.....	20
7) Conjunction.....	20
8) Determiner.....	21
5. Concept of Verb .....	21

a. Definition of Verb.....	21
b. Types of Verb.....	22
6. Concept of Teaching and Learning Vocabulary .....	32
7. Concept of Teaching and Learning by Game ....	34
8. Concept of Word Families Game.....	36
a. Definition of Word Families Game.....	36
b. Procedure of Word Families Game.....	37
c. Advantages of Word Families Game .....	40
9. Concept of Translation Technique .....	41
a. Definition of Translation Technique.....	41
b. Advantages and Disadvantages of Translation Technique .....	42
c. Procedure of Translation Technique .....	43
10. Frame of Thinking.....	44
11. Hypothesis.....	45

### **CHAPTER III RESEARCH METODHOLOGY**

A. Design of the Research.....	46
B. The Variable of Research.....	48
C. The Operational Definition of Variable.....	48
D. The population, Sample, and Sampling Technique .....	49
1. Population.....	49
2. Sample.....	49
3. Sampling technique .....	50
E. Research Procedure.....	50
1. Planning .....	50
2. Application .....	51
3. Reporting .....	52
F. Data Collecting Technique.....	52
G. Instrument of the Research.....	53
H. Scoring Procedure .....	54
I. Validity.....	55



1. Content Validity .....	55
2. Construct Validity.....	55
3. Item validity.....	56
J. Reliability .....	56
K. Data Analysis.....	57
1. Fulfilment of the Assumptions .....	57
a. Normality Test.....	57
b. Homogeneity Test .....	57
c. Hypothetical Test .....	58



## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Human interaction and all social activities need language as a means of communication. In communication, students need vocabulary which can support them to use meaningful sentence because vocabulary provided structure of sentence. Vocabulary has important role in language learning. However if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words.<sup>2</sup> From the explanation above that vocabulary is important. But nowadays, most of the students are lack of mastering vocabulary. Without a proportional amount of vocabulary anyone will get trouble in speaking, listening, reading, and writing. In other word, without vocabulary we cannot express our idea or understand the message and this is the ultimate goal of communication and has big impact for all skills.

Generally, teachers teach vocabulary by emphasizing only on memorizing list of vocabulary or translating new words without any media or strategy. The students will feel bored because the material given is not challenging to the students to master English well. The teacher should use variation of techniques in teaching learning especially in learning vocabulary.

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<sup>2</sup>Scott Thornbury, *How To Teach Vocabulary*, (England: Pearson Education Limited, 2002), p.13



Based on preliminary research conducted at SMP N 2 Terbanggi Besar, the writer found that the students' vocabulary was still low. From interview done to the English teacher at the eighth grade of SMP N 2 Terbanggi Besar, she said that most of the students did not have any motivation and they had difficulties in mastering vocabulary.<sup>3</sup> The students said that the teacher did not have interesting and varieties media in teaching vocabulary. Some times teacher use technique which made students bored. The teacher usually use translation technique, the teacher give a text written in a target language for the students and ask them to translate the passage from the target to their first language.<sup>4</sup> This teaching technique make students bored and confused because students always find inaccurate words, students tend to translate it into languages, but the words that students use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language. The students do not feel enjoyable when learning the material. Thus, they felt so difficult and less motivation. It can see from students' English score. The score is display in table 1.

**Table 1**  
**The English Vocabulary Score of Students at SMP N 2 Terbanggi Besar Lampung Tengah**

No	Class	KKM		Number of students
		Score < 78	Score > 78	
1.	VIII A	18	13	31
2.	VIII B	16	14	30
3.	VIII C	20	15	35
4.	VIII D	24	10	34
5.	VIII E	20	10	30
6.	VIII F	18	12	30

<sup>3</sup>Dhini, *English Teacher of SMPN 2 Terbanggi Besar*.

<sup>4</sup>Interviewing of the students of the eighth grade at SMP N 2 Terbanggi Besar, May 2019.

Total	116	74	190
Percentage	61.05 %	38.95%	100 %

*Source : Document of the English Vocabulary Score of the eighth Grade at SMP N 2 Terbanggi Besar Lampung Tengah.*

From the data of preliminary research in Table 1, there are 64 students of the 190 students who passed the test based on criteria of minimum mastery (KKM) and 126 students failed. In this case, the students score of KKM in SMP N 2 Terbanggi Besar Lampung Tengah was 64 and there are 126 students who got the score under the KKM.<sup>5</sup> It can be concluded that the students' vocabulary is still low. From the percentage score of the table, it show that students' vocabulary mastery is low. The writer find out so many difficulties when they are going to have final examination and even they fail in the certain subjects including English. They have problem to understand the reading text, sentence, and the meaning of words.

As expressed by Richard & Rodgers, teachers must find ways to make students actively in learning English. One way that can use is using the game.<sup>6</sup> Based on this statement teacher should make students active with use game in teaching learning process. Students learn better when they have the feeling that they are making progress and the game provides the opportunity for students to practice and eliminate fear. It is also supported by Ersoz,"who believes that game are highly motivating or higher can motivate the teaching of a foreign language

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<sup>5</sup> By preliminary research in *SMP N 2 Terbanggi Besar*

<sup>6</sup> Richard, & Rodgers, Theodore S. in ayu and murdibjono. Jack C , *The use of Game in Teaching English*, (Cambridge University Press, 2012) , 1.

because it is fun and interesting.<sup>7</sup> It is because game can make students interest learn vocabulary. In this study, the writer used word families game. Word families are groups of word that have a common pattern or groups of letters with the same sound.<sup>8</sup> For example the words top, mop, pop, and hop share a common word ending, or phonogram, which means they belong to the –op word family. It was become an alternative technique to help students in memorizing vocabulary. So students easy remember vocabulary and can improve vocabulary students.

The previous study was conducted by Fak Iyah in her undergraduate thesis entitle The Use of Word Families Game to Improve the Students Vocabulary Mastery at SMK PGRI 2 Salatiga. The mean score of pre-test in cycle I is 53.78, meanwhile the mean of pre-test in cycle II is 62.78. The mean score of 71 post-test in cycle I is 64.86, whereas the mean score of post-test in cycle II is 80.43. The improvement can also be seen by the improvement can also be seen by the different calculation based on T-test in each cycles. The t-calculation in cycle I is 5.06, and in cycle II 6.43. It can be concluded that word families game is the effective method to implement to the students of SMK PGRI 2 Salatiga in improving their vocabulary mastery.<sup>9</sup> Based on previous research, it can be concluded that game can make students easy to remember vocabulary.

There are some differences between previous research and the present research.

The previous research has been done by Fak Iyah at SMK PGRI 2 Salatiga,

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<sup>7</sup> Ersoz, Aydan, *Six Games for the EFL/ESL Classroom*, The Internet TESL Journal, Vol, No.2, January 2015

<sup>8</sup> Kartadi, *The effect of Using Word Family Game on the Vocabulary Mastery*, ISSN Journal of Psychology and Instruction Vol I, P. 122-127 <http://ejournal.undiksha.ac.id/index.php/jopal/>

<sup>9</sup> Fak Iyah, *The Use Of Word Families Game To Improve The Students Vocabulary Mastery*, State Intitute For Islamic Studies Of Salatiga, 2015



meanwhile the present research has been done at SMP N 2 Terbanggi Besar Lampung Tengah. And she used CAR (Classroom Action Research) while it is a Quasi Experimental Research.

Considering on the background above, the writer was focused the research on the students vocabulary mastery by word families to improve the students in vocabulary mastery, this research will be conducted of the eighth grade at SMP N 2 Terbanggi Besar Lampung Tengah because students still have problem in different kind of aspects of vocabulary knowledge. The writer assumed that by word families the students of eighth grade can learn vocabulary and the students can improve their vocabulary.

### **B. Identification of the Problem**

Reffering to the background of the problem above, the writer identifies as follows.

1. The students' vocabulary mastery was low.
2. The students still found difficulties to improve their vocabulary mastery.
3. The students are confused to translate new word from the target language to their mother tongue.

### **C. Limitation of the Problem**

Based on the identification of the problem, this research focused on the influence of using word families game toward students vocabulary mastery of the eighth grade at SMPN 2 Terbanggi Besar Lampung Tengah in the academic year 2019/2020. The vocabulary learning was focused on noun and adjective of

descriptive text with the topic people, animal, and tourism place. The limitation these kinds of vocabulary are because of the appropriateness with the syllabus.

#### **D. Formulation of the Problem**

Based on the explanation above, the writer formulated the problem as follows: is there a significant influence of using word families game towards students' vocabulary mastery at the first semester of eighth grade of SMPN 2 Terbanggi Besar Lampung Tengah in academic year of 2019/2020?

#### **E. Objective of the Research**

The objective of the research is to know whether there is significant influence of using word families game toward vocabulary mastery at eighth grade of SMPN 2 Terbanggi Besar in academic year 2019/2020.

#### **F. Uses of the Research**

The research expects that there are some uses of the research as follows :

##### **1. For the Teacher**

By using word families game, the teacher can improve their creativity in teaching process so that goal of learning can be achieve.

##### **2. For the Students**

It is hope that the students are interest and motivation in learning English can improve by using Word Families Game

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research was the students the first semester at the eighth grade of SMP N 2 Terbanggi Besar Lampung Tengah in academic year 2019/2020.

### **2. Object of the Research**

The object of the research was the use Word Families Game in teaching vocabulary mastery

### **3. Time of the Research**

The research was conducted at SMPN 2 Terbanggi Besar Lampung Tengah in academic year 2019/2020

### **4. Place of the Research**

The research was conducted at SMPN 2 Terbanggi Besar Lampung Tengah in academic year 2019/2020





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

##### 1. Concept of Teaching and Learning English as a Foreign Language

Language is important to communicate in society. Language is made up of sounds, words, and sentences. Cameron says that people use the language for every day life purpose.<sup>10</sup> According to Cameron, language is measured as a tool of communication and it is difficult to do all activities without language. A foreign language is one in which the target language is not the mother tongue of any group within the country where it is learned and has any internal communication either. Teaching foreign language especially English has spread out in the most of the world. English has been chosen by schools in many countries as a major subject to be taught.

Based on the explanation of language above, we can see that someone needs in connecting communication each other, acquiring knowledge and skill, taking education and establishing relation with other people. In the teaching learning process, the teacher will use language to communicate and transfer the material to the students. The teaching learning processes can not be continued without language. It shows that language will take the important role in communication and it is an important aspect of education in the teaching and learning process in this era particularly English.

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<sup>10</sup>Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge : University Press, 2001), p.11

Language is tool of communicative, methods and materials should concentrate on the message and not the medium. It is support by Richard that it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication.<sup>11</sup> From the explanation above that the purpose of teaching English as the first language is to create a situation that the students can use English as a means of communication. The students should put into situation that they can use English for communication both oral and write. In other words, the objective of learning as a foreign language is similar to the objective or learning English as a second language. The only different is the opportunities to use English for communication. Students who learn English as a second language have greater opportunities than those who learn English as a foreign language. The students who learn English as a second language can use English and their own native language for communicative simulation.

## **2. Concept of Vocabulary**

### **a. Definition of Vocabulary**

Vocabulary is one elements of english that should learn and teach, because vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meaning of the words.<sup>12</sup> Based on the statement that vocabulary is important to learn and teach because vocabulary primary goals of language learning.

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<sup>11</sup>Jack C Richards, *Communicative Language Teaching Today*, (New York : Cambridge University Press, 2006), p.3

<sup>12</sup>Virginia F. Allen, *Technique in Teaching Vocabulary*, (Oxford : Oxford University Press, 1983), p.4

According to Hibert and Michael, vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.<sup>13</sup> In addition, Richard and Rennadya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>14</sup> Based on the statement above that people use vocabulary in every aspect. In addition, Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.<sup>15</sup> From statement above vocabulary can help the students in speaking, listening, writing and reading. Vocabulary is use by the students to understand the sentences of English, in making sentences, and to speak English. By having enough vocabulary, there will less difficult in comprehending the text and expressing ideas.

Vocabulary is the collection of words that an individual knows.<sup>16</sup> According to Hatch and Brown vocabulary is a list of words for a particular language or a list or set of word that individual speakers of language might use.<sup>17</sup> From statement above, list of words which are known and collect by someone are call vocabulary.

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<sup>13</sup>Elfrieda H. Hibert and Michael L. Kamil, *Teaching and Learning Vocabulary (Bringing Research to Practice)*, (London : Laurence Erlbaum Associates (LEA), 2005), p.3

<sup>14</sup>Jack C. Richards and Willy A Renandya, *Loc. Cit.*

<sup>15</sup>Richard and Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2005), p.255

<sup>16</sup>David Nunan, *Practical English Language Teaching Young Learners*, (New York, 2006 : McGraw-Hill ESL/ELT), p.121

<sup>17</sup>Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995), p.1



Thornbury says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>18</sup> It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. This shows that people will do nothing in communication if they do not know the words or vocabulary. As mentioned by Rivers in Nunan, argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication.<sup>19</sup> From the statement above, it is clear that vocabulary has an important function in making up language in communication, either in the form of write and speak.

In addition, Coady and Huckin said that vocabulary is central language and of critical importance to the typical language learner, it is obvious that vocabulary is one of the most important aspect of foreign language learning.<sup>20</sup> Based on the statement above, that vocabulary as a central in English learning, the students must have enough vocabulary because it is the key in foreign language learning when the students want to master English. They must get sufficient vocabulary, because without vocabulary the student will not be able to use the language.

From the statement above, it can be concluded that vocabulary is a core component of language proficiency and provides much of the basis for how well learners

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<sup>18</sup>Scott Thornbury, *How to Teach Vocabulary*, (London : Pearson Education Limited, 2002), p.13

<sup>19</sup>David Nunan, *Language Teaching Methodology; A text Book for Teacher*, (London : Phoenix, 1995), p.117

<sup>20</sup>Jamies Coady and Thomas Huckin, *Second Language Vocabulary Acquisition*, (United Kingdom : Cambridge University Press, 1997), p.5

speak, listen, read and write. Vocabulary is collection or a list of words and central elements of English of learning a foreign language that should learn to know the meaning of the words that can help the students use language to communication well.

### **3. Concept of Vocabulary Mastery**

Vocabulary is a central of language and one of the materials study by students of all level of schools in Indonesia. It is support by Cameron that vocabulary is the central learning of foreign language at primary level.<sup>21</sup> Based on statement above that every students must learn vocabulary start from primary level, because vocabulary is use by the students to communicate each other.

Whereas, mastery refers to having great skill at something or total dominance over something. Mastery is from master, who is someone knowledge able about a subject. It is impossible to be successful in study language without mastering the vocabulary.

Vocabulary mastery is important for language learners in learning the whole language too. Willis says that when students build vocabulary mastery, they can more effectively communicate their ideas, knowledge and voice.<sup>22</sup> When students try to develop their vocabulary mastery, their thinking and understanding of speaking will improve. Then, they can communicate effectively. Vocabulary

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<sup>21</sup>Lynne Cameroon, *Op. Cit.*, p.72

<sup>22</sup>JudyWillis, *Teaching The Brand to Read*, (Alexandria : Association for Supervision And Curriculum Development (ASCD), 2008), p.80

mastery is purpose of learning vocabulary, because when learners mastery vocabulary they are able to use it in daily life.

According to Kridalaksana: "Vocabulary represent : (1) Language component claiming all information about meaning and word usage (2) Vocabulary mastery of the speaker or writer of a language. It consists of : simple word, complex word, compound word and idiom."

Single word (simple) is word whose root cannot be morphologically analyze, for example: teach, friend and nation. While complex word is word which is form by a simple word add with certain augmentation, in the form of prefix or suffix, for example: teacher, unfriendly, national.

Compound word represents the word yield with the combination of two words or more to form new word, for example: supermarket, drugstore, and handbag. While the idiom represents the lexical meaning built from some words, which cannot explain again by looking at the forming words, forexample: turn down, run out, hang on, give in and etc.<sup>23</sup>

In addition, according to Jackson and Amvela there are three kinds of vocabulary:

#### 1. Simple Word

Simple word is free morphemes, such as door, knob, and animal.

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<sup>23</sup>Harimurti Kridalaksana, *KamusLinguistik*, (Jakarta: PT. GramediaPustaka, 2008), p.142



## 2. Complex Word

Complex (or derive) words such as Spoonful, mentally, farmer are form from simple words by addition of affixes or some other kind of morphological modification.

## 3. Compound Word

Compound word or simple compound are form combining two or more words (free morphemes) with or without morphological modification, e.g.butterfly, toothbrush, and newspaper.<sup>24</sup>

According to Harmer there are some aspects of vocabulary that should teach or master by students in learning foreign language, they are as follows:<sup>25</sup>

### 1) **Word meaning**

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

#### a. **Polysemy**

Polysemy is only resolve when we see the word in context, that allows to say which meaning of the words in the particular instance is use. For example: the house is at the **foot** of the mountains.

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<sup>24</sup>Howard Jackson &Etienne Ze Amvela, Words, *Meaning and Vocabulary* ; an *Introduction to Modern English Lexicology*, (New York: The Cromwell Press, 2004), p.51

<sup>25</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London : Cambridge, 1988), p. 33-37

b. Antonym

The term antonym is use for opposite meaning of word. For example: “full” is an antonym of “empty”.

c. Synonyms

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d. Hyponyms

It means Items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

e. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not indicate in a dictionary definition. Connotation is the communication value as express by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “ thin body”.

## 2) Extending Word Use

Words do not just have different meanings, however. They can also stretch and twist to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretch throw the setof metaphorical and idiom use. For example: “as sick as parrot” this idiom

expression become so widely use that it begin to irritate everybody, except, perhaps.

### 3) Word combinations

Although words can appear as single item which are combine in a sentence. (*The mongoose bit the snake*), they can also occur in twoor more items groups (*The normally lightning-quick reactions of thereptile let it down*). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

### 4) Word grammar

The last is about word grammar which is employe by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb etc. A key middle ground where words and phrases on the hand and grammar on he other meet up is through the operation of word classes or parts of speech, such as noun or adjective. The same is true for such word classes as verb or determiners or preposition. We make a distinction between countable and countable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.<sup>26</sup> From those statements, it can be conclude there are some aspects of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research, the writer will focus on the word

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<sup>26</sup>*Ibid*, p 18-21

meaning and word use for teaching vocabulary young learners in junior high school.

#### **4. Types of Vocabulary**

In English, vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of the explanations is explained by Thornbury. He classifies into eight word classes such as nouns, pronouns, verbs, adjectives, adverb, preposition, conjunction, and determiners.<sup>27</sup> Those can describe as follows:

##### **1) Noun**

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.<sup>28</sup> Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong state that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.<sup>29</sup> From the statement above that noun is related with the name of something like place, plant, people, and others. For examples: John, student, house, chair, nose, cat, honesty and others. From the statements before, can be concluded that noun is one of the most important parts of speech that can be used to name people, place, plant, object, animal, quality and abstract concepts.

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<sup>27</sup>Scott Thornbury, *Op Cit*, p.4

<sup>28</sup>Marcella Frank, *Modern English a Practical Reference Guide*, (New York : Prentice Hall Inc, 1972)p. 6

<sup>29</sup>Djalinus Sjah and Azimar Enong, *Modern English Grammar*, (Jakarta: Cv Simplex,1977), p. 30



## 2) Pronoun

A pronoun is a word that replaces one or more than one noun.<sup>30</sup> There are two types of pronoun, they are personal pronoun and reflexive pronoun. Personal pronouns have different forms depending on their person (first, second, or third), number (singular or plural). And form of case (subject, object or possessive). Reflexive pronouns are unique group of pronouns that always end in either *–self* or *–selves*, for example: *myself, ourselves*.

## 3) Verb

Verb is a word or groups of words that expresses an action, an event ora state. For example: *eat* (an action), *happen* (an event), and *exist* (astate). The verb is use after subject, or before object or complement.<sup>31</sup> According to Frank, types of verbs are predicating or linking verb, and transitive or intransitive verb.<sup>32</sup>

### 1. Predicating or Linking Verb

A predicating verb is the chief word in predicate that says something about subject. The predicating word has traditionally be call a verb of action, for example: babies *cry*, she *wrote*, I *drive*. A linking verb is a verb of incomplete predication. Linkingverb is also call copulative verb. The more common of linking verb are appear, be, become, get, look, remain, seem, feel, taste, smell, sound. For example: The news *sounds* interesting.

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<sup>30</sup>Mark Lester, *English Grammar Drills, The Mc-Graw Hill Companies, USA, 2009*, p.67

<sup>31</sup>Marcella Frank, *Op.Cit.*p.52

<sup>32</sup>*Ibid*, p. 48

## 2. Transitive or Intransitive Verbs

A transitive verb takes a direct object. For example: He is reading a book. While an intransitive verb does not require an object. For example: The train arrived late last night.

### 4) Adjective

Adjectives are words like short, old, cheap, happy, nice, electric. Most adjectives express quality; they tell us what something is like. An adjective always has the same form, except for comparison. An adjective is a word that describes a person, a thing, for example *big*, *red*, and *clever* in *red wine*, and *clever idea*. For example is *cheap shirt*. Cheap (adjective) describes shirt (noun).

### 5) Adverb

An adverb is another word category. As far as meaning is concerned, adverbs often add information in relation to circumstances of manner, time, or place. In other words, they answer the questions 'How?', 'When?', 'Where?' For example:

- Ken snores *loudly*.
- The baby cried *continually*.

There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place.<sup>33</sup>

#### a. Adverb of Manner

Adverb of manner explains how the action of the verb is done. The manner adverb has the most characteristic adverbial form (an *-ly* ending added to a descriptive adjective. Example:

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<sup>33</sup>Mark Lester, *Op.cit*, p.206

- Mr. Avery drives *slowly*.

- The orchestra played *loudly*.

b. Adverb of time

These adverb have a fixed boundary in time; yesterday, tomorrow, next, soon, late and early. For example: He arrived *lastnight*.

c. Adverb of Place

Adverb of place usually answers the question *where* about the action of the verb, and come after the verb. Common of place are *here, there, far, near, over there, away, and far away*.

## 6) Preposition

Prepositions belong to small group or class of words which express relations of place, direction, time or possession. Words belonging to this include: *of, in, on, at, to, from, till, with, for, beside, against, by, towards, and so on*.

## 7) Conjunction

Conjunctions are the word that “joins”. A conjunction join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjunction; they are coordinating conjunction and subordinating conjunction. Coordinating conjunctions are use to join two parts of sentence that are grammatically equal. Example: and, but, or, nor, for, yet, so. Subordinating conjunctions are use to join a subordinate. Example: although, because, since, unless.

## 8) Determiner (Articles)

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

- a. Definite and Indefinite Articles : A, An, The.
- b. Demonstratives : This, That, These, Those.
- c. Quantifiers : a few, a little, much, many, a lot of, most, some, any, enough, etc.
- c. Possessive : my, your, his, her, its, our, their.
- d. Numbers : cardinal, ordinal number.<sup>34</sup>

From the explanation above can conclude they are many kind of vocabulary that should be master by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). This research focused in teaching nouns and adjectives because they are the most important part of descriptive text that was suitable in the syllabus. In addition, adjectives may function as the described nouns.

## 5. Concept of Nouns

According to Dykes, the word “noun” comes from the Latin *nomen* meaning “name”. A noun is the name of a thing. Everything that exists has a name, whether you can see it or not. Here are some types of nouns such as:

### 1) Common Nouns

Words for people, place and things are called common nouns. These are names of everyday things that we can see, hear or touch.

- a) These common nouns are words for things.

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<sup>34</sup>Scott Thornbury, *Op.Cit* p.3



Ruler, chair, train, bus, computer, dictionary, lamp, ladder, etc

- b) These common nouns are words for animals. Notice that special names for young animals are included.

No	Animal	Its Young	No	Animal	Its Young
1.	Dog	Puppy	4.	Sheep	Lamb
2.	Cat	Kitten	5.	Goat	Kid
3.	Cow	Calf	6.	Frog	Tadpole

- c) These common nouns are words for places.

Bank, air port, hotel, library, park, museum, farm, mall, zoo, etc

- d) These common nouns are words for people who do certain things.<sup>35</sup>

Singer, athlete, lawyer, farmer, brother, fiend, pilot, etc.

## 2) Proper Nouns

The words 'proper' comes from the French word *proper* meaning one's own.<sup>36</sup> The names of particular people, places and things are proper nouns. They always begin with a capital letter.<sup>37</sup>

- a) These people's names are proper nouns : Harry Potter, Mom, Dad, Santa Clause, Uncle David, Dr Lee, etc.

- b) The names of the days of week and the months of the year are proper nouns.

Days of the week (Monday until Sunday), Months (January, February until December)

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<sup>35</sup> Howard Sargeant, *Basic English Grammar* (United State of America: Saddleback Educational Publishing, 2007), P. 7-8

<sup>36</sup> Barbara Dyke, *Grammar for Everyone* (Victoria: Acer Press, 2007), p.23

<sup>37</sup> Howard Sargeant, *Op. Cit.*, p. 8

- c) The names of the special days and celebrations are also proper nouns. New Year's Day, Mother's Day, Valentine's Day, Memorial Day, Halloween, Christmas, Ramadhan, etc
- d) The names of famous places, buildings, and monuments are proper nouns. Taj Mahal, the Great Wall of China, the Statue of Liberty, the Eiffel Tower, the Grand Canyon, the Sydney Opera House, etc.
- e) The names of people who live in a particular country are also proper nouns.<sup>38</sup>

No	Country	People
1.	Afghanistan	Afghans
2.	Australia	Australians
3.	Britain	British
4.	China	Chinese

### 3) Countable Nouns

Countable nouns can be singular or plural: book(s), hotel(s), boat(s), boy(s), job(s), mile(s), piece(s), dream(s). We use countable nouns for separate, individual things such as books and hotels, things we can count. Many countable nouns are concrete; table(s), car(s), shoe(s). But some are abstract: situation, idea.

### 4) Uncountable Nouns

Uncountable nouns are neither singular nor plural: water, Sugar, salt, music, electricity, money. We use uncountable nouns for things that do not naturally divide into separate units, such as water and sugar, things we cannot count.<sup>39</sup>

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<sup>38</sup> *Ibid.*, p. 9

<sup>39</sup> John Easwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 1994), p.179

### 5) Collective Nouns

Collective nouns are name for group of things, animal or people which go together. Example; society, team, police, people, etc.

### 6) Concrete Nouns

A concrete noun represents something that can be seen, touched, tasted, heard, or smelt. Example; laptop, man, car, etc.

### 7) Abstract Nouns

Abstract nouns form what can be the most difficult group to understand, as they represent ideas, and have no physical substance that can be touched. Example; beauty, intelligence, conversation, etc. According on explanation above, it can be concluded that there are many types of noun it includes common nouns, proper nouns, countable nouns, uncountable nouns collective nouns concrete nouns and abstract nouns.

### f. Concept of Adjectives

The word “adjective” is form Latin *adjacere* meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something.<sup>40</sup>

Adjectives describe nouns and pronoun. It gives information about people, place and things. Adjectives can be used before and after nouns. There are many kinds of adjectives there are:

1) Some adjectives tell about the size of people or things.

a big house a long bridge tiny feet

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<sup>40</sup> *Ibid*, p. 53

a large army a high mountain big hands

2) Some adjectives tell about the color of things.

a red carpet a gray suit a brown bear

a white swan an orange balloon green peppers

3) Some adjectives tell what people or things are like by describing their quality.

a beautiful woman a young soldier a flat surface

a poor family a kind lady a cold winter

4) Some adjectives tell what things are made of. They refer to substances.

a paper bag a metal box a glass door

a cotton shirt a silk dress a concrete road

5) Some adjectives are made from proper nouns of place. These adjectives are called adjectives of origin.

a Mexican hat a British police officer

the French flag a Filipino dress

According on explanation above, it can be concluded that there are many types of adjectives its includes tell about sizes, about the colors, about what people or things are like by describing their quality, tell what things are made and some adjectives are made from proper nouns of place. These adjectives are called adjectives of origin.



## **6. Concept of Teaching and Learning Vocabulary**

### **a. Teaching Vocabulary**

Teaching is define as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>41</sup> Based on explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Teaching vocabulary is not easy to do. Teaching vocabulary deals with knowing meaning from the words.

In teaching vocabulary, the teachers have responsibility to make the students succesful in their teaching. The teacher **should teach** the material that suitable with the students' need by using the appropriate strategy, media, technique, etc, and use them to achieve the goal. Cameron says that teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully.<sup>42</sup> From the statement above that teaching vocabulary must be carefully in choosing the material to make students enjoy the learning and attract with the English subject with the right way to achieve the goal.

Teaching through game is a variation a lesson and increase students' motivation. By using games, the teacher can create a good atmosphere in the classroom, so that the students do not tense to learn sometimes, students do not realize that they

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<sup>41</sup>H.DouglasBrown,*Op.Cit*, p.8

<sup>42</sup>Lynee Cameron, *Op.Cit.*, p.75

are learning. This enjoyable situation unconsciously also makes students want to speak. If they talk more, it means that they can increase their vocabulary.

Thornbury states that without vocabulary nothing can be conveyed.<sup>43</sup> Based on the statement above that in teaching vocabulary the teachers have to know how to teach students in order to make the students able to remember the vocabulary. They should be more creative in teaching vocabulary and they must be able to know what the technique that should be and suitable with their lesson.

#### **b. Learning Vocabulary**

Learning vocabulary is a complex process. Learning vocabulary is not only learning about the words, but also about how to use it into correct usage. Moreover, learning vocabulary of foreign language presents the learner with several challenges. As states in Brown learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction.<sup>44</sup> From the statement above that knowledge can get from acquiring study.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Learning new vocabulary through enjoyable and out of the ordinary process may assist the children to learn vocabulary. For making students get enjoyable in learning, teacher has to provide the technique which gives them fun and interactive actively. It can be infer that one of the technique that can fulfil the characteristics of suitable technique in teaching children is using agame. It makes

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<sup>43</sup>Scoot Thornbury,*Op. Cit.*, p.13

<sup>44</sup>H.Douglas Brown,*Op, Cit.*, p.7

language learners interest in learning target language because it provides creative activities that keep the children simulated to learn a target language.

## **7. Concept of Teaching and Learning by Game**

A game is an activity with rules, a goal element of fun.<sup>45</sup> Games ought to be at the heart of teaching foreign language. The main aim of games should be to develop communication skill. Games are use at all stage of lesson and to make the students easier to understand and remember vocabulary in some topics. Games can be the media to teach vocabulary because they are fun, the pleasant relaxes atmosphere foster by the game has prove to be efficient learning. It is support by Wallace in Haryanti, in game there will be the additional aim to oddan element fun, relaxation, and enjoyable to the lesson.<sup>46</sup> Based on statemnet above that games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and especially useful at the end of along day to send students away feeling cheerful about their English class.

By using games, the students do not feel that they learn something through that activity. Through games the students become active learners. That is why many teachers of English as a second language who use games with children and teenagers and even adults are extremely pleased with the result. Chosen game are invaluable as they give students to practice language skill.

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<sup>45</sup>Jill Hadfield, *Elementary Vocabulary Games*.(England :Longman, 1998), p.4

<sup>46</sup>Immas Haryanti, *Op, Cit.*, p.10

However, learning English vocabulary using games has an important role for teachers and students. The first, as students, they have strong and good motivation to depend English language. The second, they are easy to accept the English language because they learn by playing games that nowadays has been grown developed in Indonesia. The third, teaching English vocabulary using games can help teacher in teaching learning process. Finally, they can teach and learn English vocabulary using games.

Based on the statement above, it can be conclude that games is fun, it is cancreate relaxes atmosphere if it use in teaching learning process. So, it can be make the students easier to receive the material.

## **8. Concept of Word Families Game**

### **a. Definition of Word Families Game**

Word families, also called phonograms, are rhyming chunks of word that have the same spelling pattern and make the same sound. This sound-spelling reliability increases your students ability to read and spell many different words. For example the words top, mop, pop, and hop share a common word ending, or phonogram, which means they belong to the –op word family.<sup>47</sup> It can conclude that word families game can help students to remember word who have the same spelling pattern and make the same sound.

Word families is one of the games that can be used in teaching vocabulary. It will help teachers in teaching English. Word families include phonograms from which

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<sup>47</sup> Lucia Kemp Henry, *Now I Know My Word Families & Sight Word*, (U.S.A : Scholastic Inc, 2014), p. 9



the greatest number of primary-grade words can be generated. A phonogram is the letters in a word family that stand for a sound.<sup>48</sup> From the statement above that word families is a groups word that have same sound.

Word families are groups of word that have a common pattern or groups of letters with the same sound.<sup>49</sup> From the explanation above that by applying word family game hopefully could help the students in remembering the vocabulary.

Based on definition above, word families is a creative game that can help students in remembering the word, defining, the word, adjusting the word. The game can apply in the teaching vocabulary mastery. It will help the students define or remember the meaning of the word.

#### **b. Procedure of word families game**

Each activity consists of a double-sided page that offers practice with a specific word families. Introduce the activity to your students by going over the directions and walking through its features.

Procedures of word families game to improve vocabulary mastery are as follows:

1. Simply choose the word families, you would like your students to work on.
2. Let your students complete each page at his or her own pace.

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<sup>48</sup> Joan Noveli, *30 Wonderful Word Family Games*, (U.S.A : Scholastic Inc, 2002), p. 5

<sup>49</sup> Kartadi, *The effect of Using Word Family Game on the Vocabulary Mastery*, ISSN Journal of Psychology and Instruction Vol I, P. 122-127  
<http://ejournal.undiksha.ac.id/index.php/jopal/>

3. Review the answer together and encourage your students to share thinking behind his or her responses.
4. Support your students efforts and offer help when needed.<sup>50</sup>

Based on the statement above, the writer can conclude the procedure of word families game in the classroom:

1. The teacher give example of descriptive text to observe by the students.
2. The students ask about descriptive text.
3. The teacher give material.
4. The teacher simply choose word families.
5. The teacher explain about word families.
6. The teacher introduces a variety of word families.
7. The teacher ask students to complete each page at his or her own pace.
8. The students answer together and the teacher encourage students to share the thinking behind his or her responses.
9. The teacher support students efforts and offer help when needed.

**Table 2.1**  
**Sample Word Family Lists**  
**Short Vowels**

<b>Short –a Phonograms</b>	<b>Class of Word</b>
- Ack	Back, hack, jack, lack,smack, black
- an	Can, ran, bran,plan, scan
- ank	Bank, rank, thank, blank, drank
<b>Short –i Phonograms</b>	<b>Class of Word</b>
- ick	Dick, kick,click, stick, trick
- ing	King, ring, sing, bring

<sup>50</sup> Lucia Kemp Henry, *Now I Know My Word Families &Sight Word*, (U.S.A : Scholastic Inc, 2014)

- ink	Link, pink, blink, drink
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**Table 2.2**  
**Long Vowels**

<b>Long –a Phonograms</b>	<b>Class of Word</b>
- all - ake - ame	Ball, fall, mail, snail, trail Bake, cake, lake, make, shake Came, fame, game, blame
<b>Long –e Phonograms</b>	<b>Class of Word</b>
- eat	Eat, beat, meat, cheat
<b>Long –i Phonograms</b>	<b>Class of Word</b>
- ice - ide	Dice, rice, price, slice Hide, ride, bride, stride

**c. Advantages and Disadvantages of Word Families Game**

**a. There are some advantage word families game especially for teaching vocabulary as follow:**

1. Students learn lots of words quickly.
2. Word families can help students access more complicated phonics concepts.
3. Word families lend themselves to playful learning experiences that stick with students.<sup>51</sup>

**b. Disadvantages of Word Families**

1. The divisions between the levels are arbitrary.
2. The levels will not make sense for very high frequency derived words, such as directions and statement.
3. Different purposes could result in a different number of levels and different items in some levels.<sup>52</sup>

<sup>51</sup> *Ibid*, p. 5

<sup>52</sup> Laurer bauer and nation, *Word Families*, International Journal of Lexiography, Vol. 6 No. 4, 1993 Oxfoard University Press, p.268

## 9. Concept of Translation Technique

### a. Definition of Translation Technique

Translation is one of activity where someone changes one language to another language. According to Richard and Schmidt, translation is the process of rendering written language that is procedure in one language (the source language) into another language (the target language), or the target language results from this process. Translation in which more emphasis is give to over all meaning than to exact wording is known as free translation. A translation that approximates to a word for-word representation of the original is known as a literal translation. A translation that has produce by a computer is known as a machine translation.<sup>53</sup> From opinion above that translation not only do by human, but also can do by the machine like a computer. Translation process is not easy, because source language not only changes into target language, but also translator should be processing the word into a good sentence. While according to Catford, translation is understand as a linguistic phenomenon, as an operation performed on languages. This operation is see as a process of transcending between source language (SL) and target language (TL). Translation may define as the replacement of textual material in one language (Target Language).<sup>54</sup>

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<sup>53</sup> Jack C. Richards and Richard Smith, *Dictionary of Language Teaching and Applied Linguistics*, (London : Longman, 2002), p.563

<sup>54</sup> Christina Schaffner, *The Concept of Norms in Translation Studies*, (Birmingham: Aston University, 1965) , p.3



Based on the statement above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasize on equivalent rule.

#### **b. Procedure of Teaching Vocabulary through Translation Technique**

Language teachers may develop their own procedures as long as they are in accordance with the characteristic of the translation technique. The following procedure of teaching the target language through the translation technique is adapt from Larsen-Freeman.

1. The teacher prepares the material.
2. The class reads a text written in the target language.
3. Students' translate the passage from the target language to their mother tongue.
4. The teacher ask the students to find in the dictionary
5. The teacher asks students in their native language if they have any questions, student ask questions and the teacher answer the questions in their native language.
6. Students' write out the answers to reading comprehension questions.
7. Students' translate new words from the target language to their mother tongue.
8. Students are given a grammar rule and based on the example they apply the rule by using a new words.
9. Students' memorize vocabulary.

10. The teacher asks students to state the grammar rule.
11. Students' memorize the rule and errors are correct by providing the right answer.<sup>55</sup>

### **c. Advantages and the Disadvantages of Translation Technique**

#### **Advantage of Translation Technique**

The following are the advantage of translation technique:

1. Understandable. For instance, if we translate an English text to Indonesia language, it is much more understandable by us.
2. Widen vocabulary, hence increasing our vocabulary indirectly.
3. Discipline your mind. Researching and discovering new words and even cultures that are in the texts that they translate. As a result, we will have our own experts on translating literary texts that we do not have to import them.

#### **Disadvantages of Translation Technique:**

The following are weaknesses of translation technique:

1. Inaccurate words. Somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
2. Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text it self is marginally or slightly different.

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<sup>55</sup>Diana Larsen and Freeman, *Technique and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), p. 15-17

3. Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.
4. It is uninteresting. Translation technique is dull and mechanical. It is bookish.  
No aids are use to make lessons interesting
5. It makes the students a passive learner.<sup>56</sup>

### **B. Frame of Thinking**

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore the teacher should have such kind of strategy to make the students are interested and have motivation in learning English. The teacher must prepare the materials as well, use suitable strategy and media in teaching and learning vocabulary. In this case, the teacher can help the students by using Word Families Game as a media in learning vocabulary. By using Word Families Game in learning vocabulary, the writer hopes that the students can learn more creatively and have good progress.

Based on the previous explanation, learning vocabulary through Word Families Game can increase students' vocabulary mastery and another component in language skill. Word Families can produce many words that can keep in students' mind for a long time. Word Families Game can use in teaching vocabulary, because there are so many words appear and it can improve the students' vocabulary mastery.

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<sup>56</sup>Albany, *Advantages and Disadvantages of Translation*  
<http://tccl.rit.albany.edu/knit/index.php/unit> what is the advantage of using translation as a teaching resource/, accessed on 05 june

### **C. Hypothesis**

Based on the theories above, the hypotheses would like to propose as follows:

*H<sub>o</sub>* = There is no significant influence of using Word Families Game towards students' vocabulary mastery.

*H<sub>a</sub>* = There is a significant influence of using Word Families Game towards students' vocabulary mastery.





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